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ABSTRACT

This collection consists of materials that were originally presented to adult basic education (ABE) teachers at staff development workshops in Arizona. Included in the first section, which was authored by Elizabeth Fisk Skinner, are various charts, information sheets, and handouts dealing with the following aspects of teaching reading to adults: needs of adult learners, definitions of literacy, strategies for teaching literacy, teaching aids, readability, and evaluation. The next section, which contains materials and strategies for teaching English as a second language (ESL), described by Tom Wallace, covers the following topics: using visual aids, presenting literature in an advanced ESL setting, using the International Phonetic Alphabet (IPA), using stick figure scenarios, and developing cultural awareness. The third and final section lists 10 handouts for use by ABE and high school equivalency program instructors and 12 handouts for use in ESL classrooms. (MN)

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STAFF DEVELOPMENT
(1984-1985)

A collection of summarizations from Statewide Staff Development workshops.

A 310 Special Demonstration Project
funded by the Arizona Department of Education
Adult Education Division

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As adult basic education classes continue to grow in enrollment and in availability, it becomes extremely important that the teacher staffing these classes has accessibility to current and innovative strategies for the adult learner and his/her educational needs. The statewide staff development project provided teacher training workshops in strategies for teaching reading to adults and in teaching English as a Second Language. The following collection of materials is a result of these workshops.

A very special thanks and appreciation to those adult basic educators throughout the state who participated in the initial needs assessment and/or workshops.

Additionally, the following people are gratefully acknowledged for their continued support and encouragement:

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Rio Salado ABE/GED/ESL Instructors
for their creativity, ingenuity
and ever-willingness to share --
and grow.

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TEACHING READING TO ADULTS
(Dr. Elizabeth Fisk Skinner)

THE ADULT LEARNER

In looking at the characteristics of adult learners, it is important to remember three (3) major areas of difference:

1.	physiological	the aging process (impacts senses, reaction time, IQ, memory, study/learning strategies, etc.)
2.	social	the life phases (refer to Appendix A, Hand-out A, "Phase and Age Chart" -- remembering that it is based on a white, middleclass, mostly male population, and may need some adaptation)
3.	psychological	the stages of thinking (refer to Appendix A, Hand-out B, "Stages of Ego Development" chart -- remembering that it may need adaptation -- and in dealing with certain adult basic populations, it will be important to be very tolerant)

If, in fact, it is necessary to justify the importance of reading, it would seem worthwhile to take a look at some of the reasons instructors give for why people need to read:

1. survival/decoding
2. to gain knowledge
3. to increase communication skills
4. for enrichment
5. to pass exams
6. for self development
7. to work with children
8. for employment
9. to improve thinking skills (as a means of making educated choices)
10. for power ("learned" influence from knowledge gained)
11. for recreation
12. to be a less dependent learner (can work independently)
13. for religious education
14. for citizenship (a national consciousness)
15. to create image (in the eyes of others)
16. to be a consumer
17. to provide individual and family safety

The reality is that there is no real evidence that reading does any of the above! In fact, it is often the case that reading does just the opposite, it oftentimes creates false hope. Reading, by itself, will not improve a life style.

It may be interesting to note that many non-readers do not want to learn to read because they feel those people who do read are stupid, have no common sense....

DEFINITIONS OF LITERACY

At this point, it becomes clearer and clearer that a distinction needs to be made between reading and education -- while there is a relationship, they are not synonymous. Literacy, then, goes beyond just being able to read. Among the definitions for literacy, one would seemingly need to include: (in any language)

1. appreciation for the written word
2. ability for original expression
3. application skills
4. ability to be selective
5. ability to be goal directed (to determine a purpose for reading something)
6. ability to assimilate meaning (comprehension, syntax, etc.)
7. ability to determine context
8. independence

Simple reading skills seem more applicable to the education of children, while "literacy" becomes an integral part of adult education -- adults are expected to do more. It is at this point that one might do well to re-examine some of the characteristics of the adult basic education student:

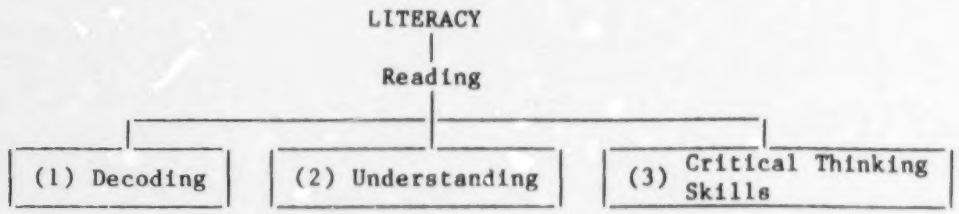
1. failure oriented
2. fearful
3. opinionated
4. experienced
5. in transition
6. possess specific goals - but don't know how to achieve them
7. divided priorities and responsibilities
8. lack of planning skills
9. desire for social interaction
10. dedicated, determined
11. appreciative
12. desire instant results
13. need for respect and acceptance
14. desire praise
15. don't want to be evaluated in front of others

STRATEGIES FOR TEACHING LITERACY

In determining strategies for teaching literacy (using reading skills), it is important to look at three ways of <u>organizing a reading curricula</u>:

1. specific reading skills -- vowels, -ed endings, etc.
2. situational skills -- at the bank, at the store, etc.
3. functional (purposeful) skills -- following directions, reporting a problem, explaining an absence, understanding a contract, etc.

A graphic illustration might make this concept a little clearer:



1. Decoding would equate to----------"Reading the line"
2. Understanding becomes----------"Reading between the lines"
3. Critical thinking is----------"Reading beyond the lines"

In an effort to apply these levels to the entrance skills of adult students; individuals demonstrating levels 1 and 2 (decoding and understanding) would be considered at a basic skills level, persons functioning at the third level (critical thinking) could matriculate in a GED curriculum with relative ease. ESL students will be struggling with all three levels at one time (they may possess a fairly high degree of competence in all three levels in their native language; but they now are caught up in bridging these skills to English -- all at one time). (Refer to Appendix A, Hand-out C, "Levels of Thinking Comprehension.")

There seems to be little disagreement about the interrelatedness of the three areas, resulting in the necessity to incorporate all of them when teaching reading (with "functional" strategies being a central focus). In developing a curricula for a specific program or class, one might want to refer to Appendix A, Hand-out E, "Small Group Discussion," for direction.

Using Houghton-Mifflen's PRIMER FOR PARENTS, it can be illustrated just how painful the first steps for learning to read can be....trying to keep up with others, the frustration, general "book sense," punctuational knowledge, cultural knowledge, and so on.

The importance then, for whichever books we might choose to use, is to choose the things that relate to what is done in the name of literacy (applicable/relevant, goal-directed/purposeful, etc.)

Because adult education classes must meet the needs of both ends of the spectrum (beginning as well as more advanced levels of reading), it is worthwhile to look at some specific skill strategies for each.

For the Non-Reader (or very beginning levels of reading):

1. SOUND/SYMBOL

For those persons not familiar with print, it is important to begin at the non-reader, or very beginning level of skill-building. For these people, language is divided into words, not a string of talk -- their comprehension will stem from words and individual sounds, not themes. These individuals may need to start with the basics of sound/symbol techniques (they are simply not ready to deal in concepts). It is important to remember that ours is an alphabet-based language. In otherwords, visual configurations stand

for concepts and themes -- and to attain a level of understanding and comprehension, one must know and recognize the visuals.

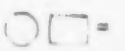
Reading thusly moves from visual shapes

to phonics to a subsequent mixture of various techniques.

2. PHONICS

This emphasizes auditory skills. The student learns separate sounds, matches the sound with a letter, then blends the sounds. For instance:

= the sound [t]
= the sound [a]
= the sound [d]
= the sound [s]

therefore,  = point to each sound individually then blend by moving finger from one sound to the next.

1) Which word is [sat]?

2) Which word ends with [t]?

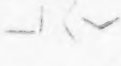
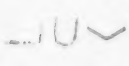
The phonetic approach is very repetitive, very structured, really taxes the memory and the attention span. It is very time-consuming because you have to work with each sound separately and then build from there. The phonetic approach requires a lot of oral work with few, if any, pictures (contexual skills). It is, however, a fun approach because most people like the challenge of cracking a code, even though there is no contextual meaning or apparent relevancy. Regularity in attendance might be a major consideration in the practicality of the phonetic approach to teaching reading skills -- if someone misses a sound, they are lost. Additionally, not all words can be taught according to sound since some words are not adaptable to phonetic sound (ie. the).

3. WORD-PATTERN

Sid-hid-mid-did...

Recognition through syllables can lead into sight words.

4. SIGHT-WORD

 = [sick]
 = [sack]

Start with the whole word and separate sounds out from there. This approach emphasizes meaning and visual skills (use of pictures) in addition to repetition.

Only a few words are introduced at one time, and there is a structure that is repeated over and over (This is Tom/This is Molly -- He is on the bus/She is on the bus). The sight-word technique brings forth a more natural style of reading since words and visuals call for a wider expanse of meaning.

Whatever approach(es) is(are) employed, it is important to remember that many adults have difficulty sequencing letters:

was saw, d b, how who, etc.

5. LANGUAGE EXPERIENCE (Combines both A and B)

This approach is based on using the student's own words in a sentence. The instructor writes the sentence (basically, as it is heard), and the student reads it back. Whether or not the instructor corrects any incorrect language skills (when writing the sentence) may be dependent upon the student's reason for being in the class.

"Spin off" sessions generally result from this method.

6. FUNCTIONAL PURPOSES

Take a piece of real-life reading material and build the lesson around that. (Refer to Appendix A, Hand-out F, "Examples of functional Reading Items")

For More Advanced Levels of reading:

In teaching reading, even for the more advanced levels, everything should be done in context (refer to Appendix A, Hand-out G, "Types of Context Clues") anything can and should be used to "hook" one idea to another (i.e. background story/information, visual aids).

Steps in approaching a new word:

1. look for prefix/suffix
2. locate the stem
3. divide the stem into syllables
4. try the word in context
5. look it up in a glossary or dictionary
6. ask someone if you have the appropriate meaning
7. if a word appears more than once on a page - learn it
   (Refer to Appendix A, Hand-out I, "Overview of Vocabulary Teaching Strategies")

Another contextual strategy is semantic webbing or mapping.

An example would be SCHOOL: What things come to your mind when you think of "school?"

Some of the answers that could be given might include things like: teacher, test, boring, math, classroom, drop-outs, letter-grades, sports, elementary, etc. The answers are all placed in a circle with "SCHOOL" in the center. The second step is to separate similar terms into sub-groups under a common label. For example, under the heading "curriculum" you might group the answers: Math, letter-grades, etc. Classroom and elementary might be grouped under "physical facility." This approach is just one method for visually and concretely linking the unknown to the known (list-group-label). This approach could be considered a graphic organizer -- a physical representation of relationships of one thing to others. It is important to take precautions not to do too much at one time -- the result being a conceptual overload! (Refer to Appendix A, Hand-out J, "Steps in Constructing and Using Organizers.")

The principle of "hooking" or linking one thing to another can be applied to other content areas as well. Writing is a good way to introduce vocabulary words and deal with spelling rules -- as opposed to simply trying to memorize isolated rules. (Refer to Appendix A, Hand-out K, "Key to 100,000 Words.")

TEACHING AIDS

In an effort to provide relevance and variety in a reading curriculum, one might want to experiment with and create new "teaching aids." The following is a brief list of some such tools.

A. Functional Folders

1. reinforces the use of word identification skills
2. uses real-life reading materials (menus, labels, catalogues, etc.)
3. allows independent, individualized practice
4. provides stimulus for small-group discussion
   a. use real-world print (actual examples when possible)
   b. print all directions and questions
   c. answer all questions somewhere on the folder
   d. use different comprehension-level cards: ie,

      card 1 easy information, large print, little reading required
      card 2 the reading is harder and requires more careful perusal
      card 3 application level, very careful reading with the incorporation of some math

      word identification card (optional) presents a phonetic, structural/or contextual skill

The functional folder is a first step toward real world print. It provides an opportunity for lots of compare/contrast exercise (ie, weather maps from the newspaper) and has a nice visual appeal because of the many pictures that can be used. (Refer to Appendix A, Hand-out O, "Functional Folders.")

B. Comprehension Folders (Refer to Appendix A, Hand-out P, "Comprehension Folders.")

C. Sequencing

This is generally a late-developing skill and can be approached by using the Sunday, colored comics. The frames of a cartoon are cut apart and taken out of order, allowing a student practice in logic and organization. The English and European flavor of "Andy Capp" and "Fred Bassett" can generate good discussion. The question cards that might accompany this activity could highlight literal translations and making inferences (among other things). Students can be asked to summarize, follow directions, determine major and minor characters, determine plot...all from comics!

D. Games

A number of games can be created and adopted for the purpose of teaching and upgrading reading skills. For example:

1. The basic premise behind the standard Concentration game can be adapted to -- homonym concentration, synonym concentration, etc.

2. The commercial game, Boggle, can provide the basis for a number of variations of "How many words can you spell from..."

3. The sports page from the daily newspaper can provide a colorful study of verbs.

4. Vocabulary games build on a number of literacy skills: processing information, understanding context, discriminating input, integration of more than one communication skill ... (Refer to Appendix A, Hand-out Q, "The Use of Vocabulary Games in a Content Area Classroom.")

READABILITY

As one begins to approach longer and more traditional reading exercises, it is important to address readability levels in determining specific assignments. To determine readability, one needs some measure of how long the word/sentence is, along with how difficult the print is. It is imperative to remember that readability does not determine reading level, but rather, provides an indication of a student's instruction level -- that level at which they will not be independent learners and will still need a teacher. The Raygor Readability Estimate provides a fairly simple, yet accurate (correlates highly with the Fry), means for determining readability. Refer to chart and accompanying instructions for predicting readability. (Cloze Readability Test has also been included -- however, scores on this procedure tend to be very low).

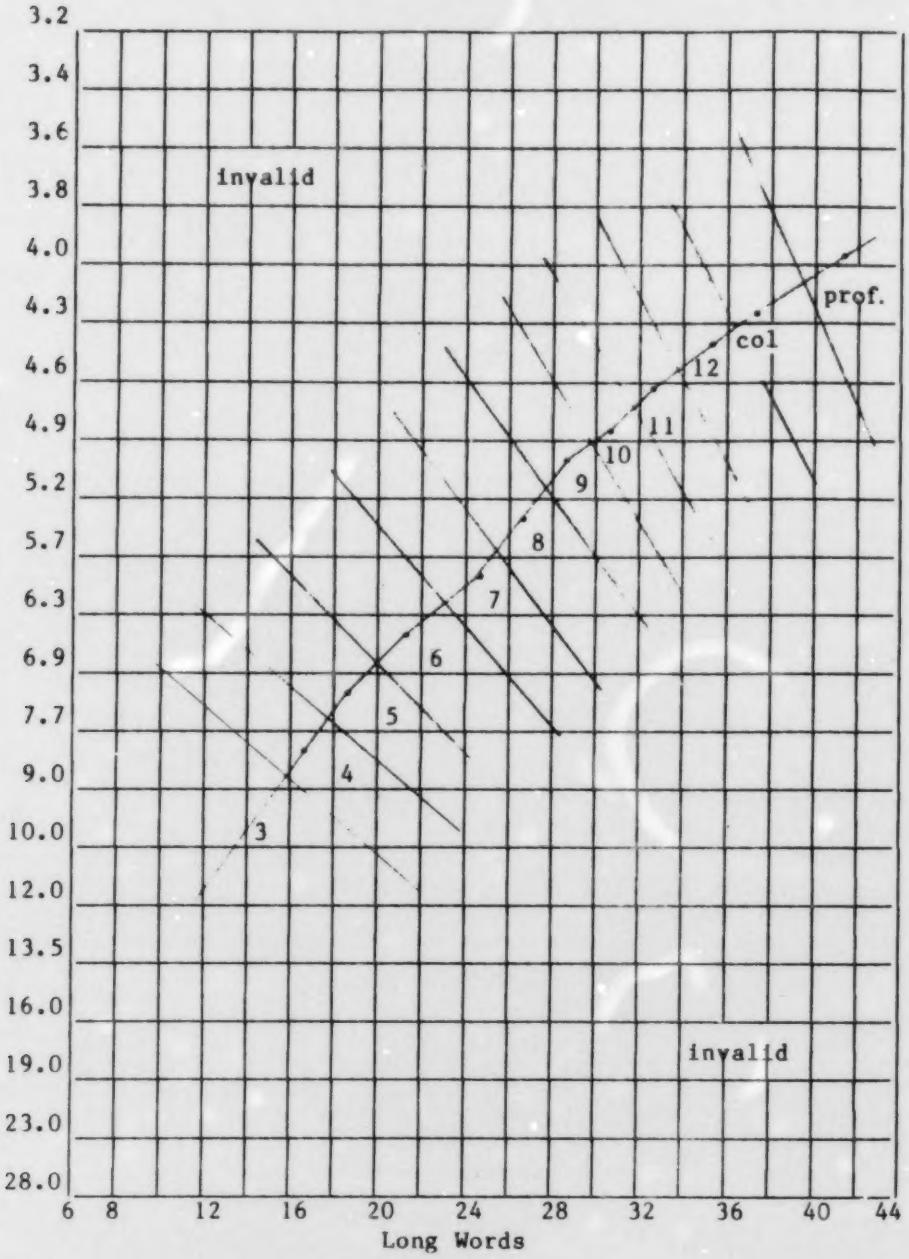
In determining the readability of a book, it is a good idea to do three samples: one from the beginning, another from the middle, and a final selection from the end of the book.

Along with the readability level of a selection, some other evaluative considerations to keep in mind are:

- concept load
- print density and format
- graphic aids (chart/diagrams)
- interest level/relevance
- familiarity vs. novelty
- pictures
- number of examples
- technical items/vocabulary
- directions (simple/complex)
- organization
- punctuation

THE RAYGOR READABILITY ESTIMATE

Alton L. Raygor -- University of Minnesota



1. Count out 100 words in passage.
2. Count the number of words with more than 5 letters (words six letters long or more).
3. Count the number of sentences in the 100 words. Estimate to the nearest tenth.
4. Plot the number of words by the number of sentences on the graph.

Cloze Readability Test

1. Select one or more 250-word passages that students have not read from the material being evaluated for readability.

2. Reproduce each passage, deleting every fifth word and inserting a standard blank (approximately 15 typewriter spaces long).

3. Distribute the reproduced passages with the deletions to students. Students are to fill in each blank space with the word they think was deleted. No specific time limit is imposed.

4. In evaluating the procedure, count as correct only those student insertions which exactly match the word you deleted. Don't worry about spelling.

5. Scoring a score of 40 percent or below indicates that the material is too difficult for that student (frustration level). A score between 41 and 60 percent indicates that the material is at a student's instructional level. A score above 60 percent indicates that the student can handle the material independently.

EVALUATION

In developing strategies and curricula for teaching reading, one must also address methods of evaluation, or testing, as a means for determining skills still in need of development or upgrade. As with the task of teaching reading, there can be a lot of creativity in testing. Some informal methods for determining placement might include:

1. screening/interview process
2. ability to actually interpret and complete registration form
3. class observations
4. trial lessons
5. informal inventory
6. peer instruction/tutoring
7. completing an assigned activity
8. keeping a portfolio
9. writing questions for other students
10. simulations

Whatever evaluative tool or process is used, it is important to make sure it:

1. is practical/relevant, and
2. indicates progress (for the student, for the funding agency)

In other words, when teaching adults, teach literacy.

APPENDIX A

PHASE AND AGE CHART

Phase and Age	Marker Events	Psychic Tasks	Characteristic Stance
Leaving Home 10-22	Leave home Establish new living arrangements Enter college Start first full-time job Select mate	Establish autonomy and independence from family Define identity Define sex role establish new peer alliances	A balance between "being in" and "moving out" of the family
Moving into Adult World 23-28	Marry Establish home Become parent get hired/fired/ quit job Enter into community activities	Regard self as adult Develop capacity for intimacy Fashion initial life structure Build a dream find a mentor	"Doing what one should Living and building for the future Launched as an adult
Search for Stability 29-34	Establish children in school Progress in career or consider change Possible separation, divorce, remarriage Possible return to school	Reappraise relationships Reexamine life structure and present commitments Strive for success Search for stability, security, control Search for personal values Set long-range goals accept growing children	"What is this life all about now that I am doing what I am supposed to?" Concern for order and stability, and with "making it" Desire to set long-range goals and meet them
Becoming Ones's Own Person 37-42	Crucial promotion Break with mentor Responsibility for three-generation family; i.e. growing children aging parents For women: empty nest; enter career and education	Face reality Confront mortality; sense of aging Prune dependent ties boss, spouse, mentor Reassess marriage Reassess personal Priorities and values	Suspended animation More nurturing stance for men; more assertive stance for women "Have I done the right thing? Is there time to change?"

Phase and Age	Marker Events	Psychic Tasks	Characteristic Stance
Settling Down 45-55	Cap career Become mentor Launch children; become grandparents New interests and hobbies Physical limitations; menopause Active participapation in community events	Increase feelings of self-awareness and competence Reestablish family relationships Enjoy one's choices and life style Reexamine the fit between life structure and self	"It is perhaps late, but there are things I would like to do in the last half of my life" Best time of life
The Mellowing 57-64	Possible loss of mate Health problems Preparation for retirement	Accomplish goals in the time left to live Accept and adjust to aging process	Mellowing of feelings and relationships Spouse increasingly important Greater comfort with self
Life Review 65+	Retirement Physical decline Change in finances,living arrangements Death of friends/spouse Major shift in daily routine	Search for integrity Acceptance of self	Review of accomplishments Eagerness to share everyday joys and sorrows Family is important Death is a new presence

Sources: Chickering and Havighurst, 1981; Gould, 1972; Lehman and Lester, 1978; Levinson and others, 1974; McCoy, Ryan, and Lictenberg, 1978; Neugarten, 1968; Sheehy, 1976; Weathersby, 1978.

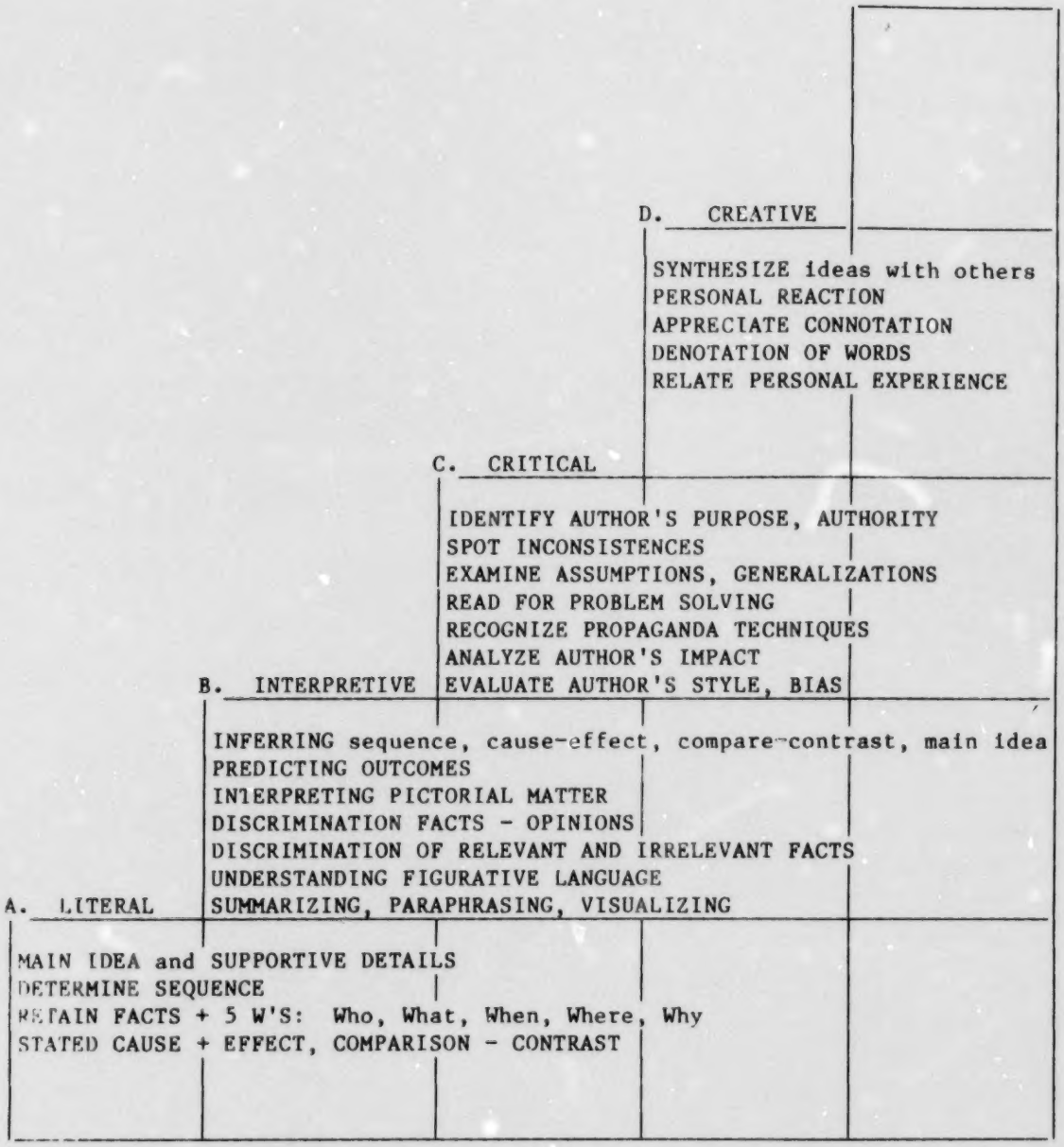
From: Cross, K. P. Adults As Learners, San Francisco: Jossey-Bass. 1985.

STAGES OF EGO DEVELOPMENT

Presocial Symbiotic Impulsive	Impulsive, fear of retaliation
Self-protective	Fear of being caught, Externalizing blame, opportunistic
Conformist	Conformity to external rules, shame, guilt for breaking rules
Conscientious-conformist	Differentiation of norms, goals
Conscientious	Self-evaluated standards, self-criticism, guilt for consequences, long-term goals and ideals
Individualistic	Add: Respect for individuality
Autonomous	Add: Coping with conflicting inner needs, toleration
Integrated	Add: Reconciliation inner conflicts, renunciation of unattainable

Loevinger, J. Ego Development: Conceptions and Theories. San Francisco: Jossey Bass. 1976.

LEVELS OF THINKING COMPREHENSION



Begin at bottom left ...

If material is written at level C. or D., students may need preparation at levels A. and B. before attacking advanced concepts.

Explain each catagory as it is taught.

Krueger

MAJOR CATEGORIES IN THE COGNITIVE DOMAIN OF THE TAXONOMY OF EDUCATIONAL OBJECTIVES (BLOOM, 1956)

DESCRIPTIONS OF THE MAJOR CATEGORIES IN THE COGNITIVE DOMAIN

KNOWLEDGE

Knowledge refers to the recalling from memory of previously learned information. This student learning outcome includes the recall of a wide range of information such as specific facts to complete theories. all the student is required to do is to retreive the appropriate and complete information from memory. Knowledge represents the lowest level of learning outcomes possible in the cognitive domain.

COMPREHENSION

Comprehension refers to the ability to understand the meaning of information that has been remembered. This understanding may be domonstrated by translating information from one form to another (numbers to a graph), by interpreting information (explaining or summarizing), and by predicting future trends or consequences. This level of student learning outcomes represents the lowest level of understanding.

APPLICATION

Application refers to the ability to use remembered information in new and concrete situations. This level of thinking includes the use of rules, methods, concepts, laws, and theories to solve problems.

ANALYSIS

Analysis refers to the ability to break down material intc its component parts so that its organizational structure is revealed. This behavior may include the indentification and recognitior of the organizational principles involved in the original whole unit. Student learning outcomes on this level require an understanding of both the content and the organizational structure of some material or whole.

SYNTHESIS

Synthesis refers to the ability to put parts or components together to form a new whole. This may include the production of a unique communication (a research paper), a plan of action (research proposal), or a set of abstract relations (a new classification system). Student learning outcomes on this level express creative thinking with major emphasis on formulating new, original, and unique patterns or structures of behavior or products.

EVALUATION

Evaluation refers to the ability to assess the value of information or an item for a given purpose. These assessments must be based on definite standards or criteria. These may be internal criteria or external standards either of which may be self-determined or provided by some outside agent. Student learning outcomes on this level represent the highest in the cognitive domain since they contain elements of all the lower levels plus the conscious value judgments students must make based on clearly defined criteria.

SMALL GROUP DISCUSSION

Characteristics of Students

Sociological (Roles and responsibilities)

Psychological (Ego development, personality)

Physical (Eyesight, hearing, reaction time, health)

Cognitive (How they think and learn)

Implications for Literacy Instruction

Functions of Reading (How do they need to use reading)

Situation (In what contexts do they need to use reading)

Specific Reading Skills (Refer to list)

Fisk Skinner

EXAMPLES OF FUNCTIONAL READING ITEMS

Objective: Reading to follow directions

1. cooking/baking
2. sewing
3. repair manuals
4. road maps
5. street/building signs
6. games
7. crafts/hobbies
8. first aid
9. child care
10. labels-washing instructions, car cleaning/waxing
11. bus schedules
12. voting directions
13. test directions

Objective: Reading to use references

1. phone directory
2. newspaper index
3. magazine contents
4. yellow pages
5. repair manual index
6. city servies directory
7. car owners manual
8. job manual
9. dictionary
10. glossary
11. encyclopedia
12. textbooks

Objective: Reading to gain information

1. TV schedule
2. movie ads
3. sports information
4. want ads
5. food/auto/clothing ads
6. menus
7. weather/temperature charts

Objective: Reading to fill out forms

1. club memberships
2. subscriptions
3. contest/puzzle entries
4. banking forms
5. job applications
6. want ad forms
7. social security forms
8. record/tape clubs
9. school forms
10. driving forms
11. loan applications
12. change of address
13. credit card applications

Tillman Jacquette

TYPES OF CONTEXT CLUES

1. DEFINITION clue - the unknown word is defined in the descriptive context.

2. SYNONYM clue - a known synonym is used to define an unfamiliar word.

3. FAMILIAR EXPRESSION clue - a common expression is used to relay an idea or offer clarity.

4. EXPERIENCE clue - the unknown word is determined from past experience.

5. COMPARISON/CONTRAST clue - the unknown word may be compared or contrasted with something known.

6. SUMMARY clue - the new or unknown word may summarize the ideas that precede it.

7. REFLECTION OF TONE OR MOOD clue - the general tone of the sentence or paragraph provides a clue to the unknown word.

8. INFERENCE clue - the unknown word is inferred or figured out from what is there. This type of clue ove laps all the foregoing types except definition.

IDENTIFY THE TYPE OF CLUE USED IN THE FOLLOWING SENTENCES BY PLACING THE CORRECT NUMBER IN THE BLANK.

_____ 1. The clouds were black. Scarcely any light came in through the windows. The whole house was dark and _____.

_____ 2. You do not have to run; you can _____.

_____ 3. He walked _____ across the thin ice.

_____ 4. When the captain gave up, the crew had to _____ too.

_____ 5. The young woman used make-up, a wig, outdated clothes, and elderly actions to impersonate a/an _____ woman in the play.

_____ 6. She was _____ as a feather.

_____ 7. After Herbert trampled all the flowers, squirted Mary with his water gun, and pulled the dog's tail, mother scolded him for his _____.

_____ 8. One kind of antenna focuses, or _____ the waves toward one particular place.

Bolling

DO'S AND DON'TS FOR USING CONTEXT CLUES

DO RELY ON CONTEXT CLUES

1. When you have an "unmissable" clue -- a direct explanation.

2. When you have highly revealing clues and the meaning you arrive at definitely "clicks" with the rest of the passage.

3. When, in view of your purpose for reading the selection, you need only a general sense of the meaning.

DON'T RELY ON CONTEXT CLUES

1. When you require a precise meaning. It usually takes the dictionary to pin the meaning down.

2. When the word is a key word, one crucial to your understanding, and full comprehension is important to you.

3. When the clues suggest several possibilities-the meaning might be one of several -- and you don't know which is correct.

4. When you don't know the nearby words.

5. When you have encountered the word a number of times, realize that it is a common, useful one which you will meet again, and will want to master for further reading.

Bolling

OVERVIEW OF VOCABULARY TEACHING STRATEGIES

The specialized and technical vocabulary terms, especially KEY CONCEPT words, should be taught prior to the exposure to these terms in the textbook assignments, films, demonstrations, etc. The terms should also be taught if they appear on instructional handouts, verbal lectures, and verbal directions if they are important. The following list presents in sequential order HOW this teaching of vocabulary is done in secondary content area classes.

1. Introduce the word in context. If the sentence from the text offers useful context clues, use the context. If not, prepare a sentence that uses the word in context that helps to explain the meaning of the word as used in the reading assignment.

2. Divide long words into syllables. Words that are carefully pronounced are more easily remembered than words that are not pronounced. "Cardiovascular" becomes much less formidable when divided into smaller, pronounceable parts -- car-di-o-vas-cu-lar.

3. Point out roots, prefixes, and suffixes that give a clue to the meaning of the word. Words such as "germicide," "antitoxin," "epidermis," and "microbe" are easier to understand when students know these root and affix meanings: cide-kill; anti-against; tox-poison; derm-skin; epi-on; micro-small, and scope-watch.

4. Give examples of words students already know that have the same root or affixes. For "germicide," other words that might be introduced are: "herbicide," "insecticide," and "fungicide." For "epidermis," students can be reminded of "Dermassage," a skin cream, or "Dermicel," an acne medicine.

5. Have a student look up the word in the dictionary. This definition can verify the guesses from context or provide an exact definition if it is needed.

6. Preteach terms with multiple meanings. Often, common words, such as ball, strike, and run, have special meanings when applied to another area, such as baseball. Students must learn the technical meaning used in the sport. Knowledge of the more common meanings are not useful and may prove to be misleading.

7. Preteach acronyms, abbreviations and initials. The entire nature of an acronym is to shorten the words it represents so comprehension is hidden from the reader. Provide the explanation for acronyms, abbreviation and/or initials yourself or ask the class for the actual words.

8. Relate words to student experience. Whenever possible, introduce the word in context familiar to students. For instance, when thermometer is introduced, bring one to class and take someone's temperature. An indoor-outdoor thermometer might also be displayed, and the similarities and differences discussed. This would be an ideal situation in which to mention the thermostat and barometer, pointing out their similar roots and affixes, as well as their similar uses.

9. Share the word's history or origin with the class. Descriptions of word origin should be shared orally by the teacher, researched by students as individualizing instruction, or covered in several other ways such as exercises, charades, bulletin boards, and learning centers. The often amusing and always interesting story behind the word helps students to recall the meaning.

10. Present a graphic organizer for units, chapters, films, and so on that include many terms which are related to one another. Use a variety of materials, color and type for the graphic organizers throughout the semesters.

11. Provide sufficient practice. Students must encounter words to be learned in a variety of contexts. Varied repetition of the words is necessary for learning. Teachers must use the words in speaking and encourage students to do the same. Teachers can create a variety of exercises that will provide interesting ways for students to practice new words. Vocabulary reinforcement games are especially good for this.

Bolling

STEPS IN CONSTRUCTING AND USING GRAPHIC ORGANIZERS

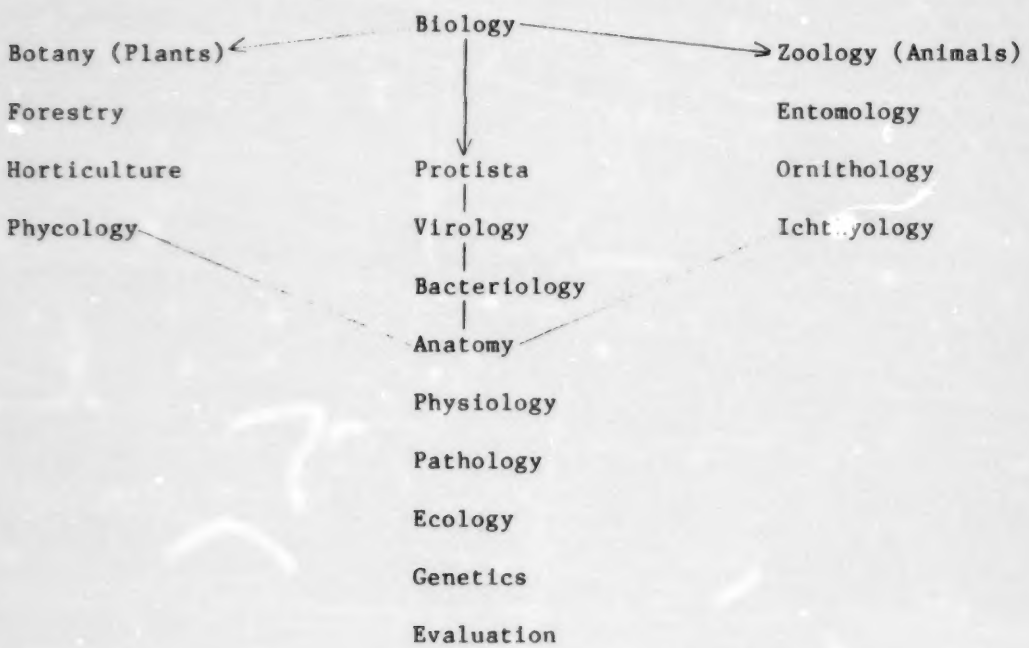
1. Analyze the vocabulary of the text selection. List all the words that you feel are important for the students to understand.

2. Arrange the list of words until you have a diagram which depicts the inter-relationships or structure of the text material.

3. Evaluate the overview. Have you clearly depicted major relationships? Can the overview be simplified and still effectively communicate the ideas you consider essential to the structure of the content?

4. Introduce the students to the overview by displaying it and informing them why you arranged the terms as you did. Encourage them to contribute as much information as possible.

5. During the course of the lesson, relate new information to the overview as it seems appropriate.



Research in Teaching Reading in the content Areas: First Year Report. H.L. Herber and P.L. Sanders (Eds.). Syracuse, NY: Syracuse University Reading and Language Arts Center, 1969.

KEY TO 100,000 WORDS

Prefix	Its other spellings	Its meaning	Master Words	Root	Its other spelling	Its meaning
1. DE-	__	Down or away	DETAIN	tain	ten, tin	Have, hold
2. INTER-	--	Between	INTERMITTENT	mitt	miss, mis, mit	Send
3. PRE-	--	Before	PRECEPT	cept	cap, capt ceiv, cip, ceit	Take or seize
4. OB-	oc. of. op	To, toward against	OFFER	fer	lat, lay	Carry bear
5. IN-	il, im, ir	Into	INSIST	sist	sta	Stand endure
6. MONO-	--	one, alone	MONOGRAPH	graph	--	write
7. EPI	--	Over, upon beside	EPILOGUE	log	ology	Speech science
8. AD-	a, ad, ag, al, an, ap, ar, as, at	To, towards	ASPECT	spect	spec, spi	look
9. UN- COM-	-- co, col, con, cor	not with, together	UNCOMPLICATED	plic	play, plex, ploy, ply	Fold Bend
10. NON- EX	-- e, ef	Not Out formerly	NONEXTENDED	tend	tens, tent	Stretch
11. RE- PRO-	-- --	Back, again Forward, in favor of	REPRODUCTION	duct	duc, duit	Lead, make Shape
12. IN- DIS-	il, im, ir di, dif	Not Apart from	INDISPOSED	pos pon, post	pound	Put, Place
13. OVER- SUB-	-- suc, suf, sug, sup sur, sus,	Above Under	OVERSUFFICIENT	fic	fac, fact, fash, feat	Make, do
14. MIS- TRANS	-- tra, tran	Wrong(ly) Across, beyond	MISTRANSCRIBE	scribe	Scrip,	Write

from Leedy, Paul D. A key to better reading. New York: McGraw-Hill. 1968. Pg. 19

SPECIFIC READING SKILLS

1. Visual Discrimination
   - track left to right
   - distinguish letter shapes
   - distinguish letter sequences
   - recognize word shapes
   - distinguish frequently confused words

2. Auditory Discrimination
   - recognize rhyming words
   - distinguish consonant sounds
   - distinguish vowel sounds
   - recognize vowel and consonant sounds

3. Phonic Skills
   - associate sounds with letters
   - silent e pattern
   - vowel combinations - long
   - consonant diagraphs
   - hard and soft c and g
   - consonant blends
   - other vowel combinations
   - vowel with r
   - silent letters
   - other special patterns
   - blend the sounds of two letters
   - blend the sounds of three or more letters

4. Sight Vocabulary

5. Word Structure
   - compound words
   - plural endings
   - past tense endings
   - other common suffixes
   - common prefixes
   - contractions
   - possessives
   - recognize syllables
     - open/closed
     - divide between consonants
     - divide before consonant
     - divide after consonant
     - divide prefix and suffix

Decoding and Comprehension

1. vocabulary
2. word analysis
3. word recognition
4. word meaning
5. phonetic analysis
6. structural analysis
7. contextual analysis
8. denotation
9. connotation
10. synonyms
11. homonyms
12. antonyms
13. locational skills
14. following directions
15. use of dictionary
16. use of maps
17. use of charts
18. use of graphs
19. use of diagrams
20. use of tables
21. use of illustration
22. use of pictures
23. use of atlases
24. use of globes
25. use of numbers
26. use of table of contents
27. use of index
28. use of appendix
29. use of cross references
30. use of abbreviations
31. use of symbols
32. critical analysis
33. fact vs. opinion
34. explanation
35. interpretations
36. inferences
37. conclusions
38. arguments
39. assumptions
40. relationships
41. generalizations
42. judgments
43. propaganda
44. problem solving
45. inconsistencies
46. relevancy
47. authenticity
48. validity
49. importance
50. evaluate
51. concept development
52. concept application
53. bias
54. prejudice
55. prediction
56. author's purpose
57. point of view
58. detail/fact
59. reader's purpose
60. recall
61. creative reading
62. synthesize
63. imagery
64. identification
65. plot
66. character
67. setting
68. style
69. tone
70. allusions
71. mood
72. rhythm
73. visualize
74. sensory impression
75. human values
76. visualization
77. generalize
78. application
79. symbolism
80. figurative language
81. organization
82. main idea/detail
83. cause/effect
84. comparison/contrast
85. time order
86. enumerative order
87. outlining
88. notetaking
89. paraphrasing
90. summarize
91. rate
92. flexibility
93. preview
94. survey
95. skim
96. scan
97. accuracy

Krueger

TEACHING SLECTED TEXT-IMPLICIT SKILLS

It is important to teach the "how-to" -- the strategies to use in order to become proficient in skills -- before introducing skill practice.

Prediction

From reading the title, what do you think this selection will be about?

Relating reading to prior knowledge

What do you already know about this topic?

Setting purposes for reading

Read for the main idea
Read for specific facts
Read to determine the author's opinion(s)
Read to determine the plot
Read to determine possible inconsistencies
Read to improve rate
Etcetera

Discuss the kind of reading necessary for a given purpose

Fact/opinion

Is this statement fact or opinion?
How do you know?
What makes something a fact?
Find factual statements in this selection.

Comparison/Contrast - similarities/differences between two things

What things are being compared/contrasted?
What signal words are a cue? (by comparison, on the other hand, on the contrary)

Cause/effect

What is the relationship between these two ideas/events?
Which element is the cause? which is the effect?

Author's purpose

What clues in the text indicate the author's purpose?
Look at titles.
Read prefaces and introductory paragraphs carefully.
Notice the setting
Notice words that suggest an ironic or humorous intent.
Be aware of the author's background.

Values

What are your own values regarding this topic?
Where have your values come from regarding this topic?

Krueger

USING YOUR TEXT EFFECTIVELY

1. If the organization is not clear:

   Present the structure to students in the form of a study guide.

   Identifies an objective and offers a plan or strategy for the reader.
   Emphasizes connective relationships.

2. If the author's assumptions about readers' backgrounds are inaccurate:

   Present needed concepts and experiences - build on familiar examples.

3. If vocabulary is difficult:

   Teach the vocabulary through direct or simulated experience.
   Teach relevant roots, prefixes, and suffixes.

4. To spark interest and motivation:

   Provide a short preview of attention-catching content.
   Provide purpose questions and help students formulate their own.

5. If graphic materials explain important information:

   Review with students how to interpret them:

   1. Read the title and any subtitles.
   2. Read the key and scale, if any.
   3. Read the information along the sides and bottom of graphs, charts, and maps, if any.
   4. Determine you purpose for reading the map, chart, or graph.
   5. Read for your purpose.

6. If the text does not contain summaries:

   Provide them or ask students to create a summary as a whole-class or small group activity.

7. If the text has too few examples to explain concepts:

   Develop additional examples or have students develop them.

8. Capitalize on the text's strengths

   Point out strengths - use in class.

   Study guides can draw attention to important concrete examples and explicit complex relationships.

Krueger

FUNCTIONAL FOLDERS

I. Purpose

II. Definitions
- A. Functional Folder
- B. Survival Skill

III. Procedures
- A. Choose ONE objective per folder
  1. FOLLOWING DIRECTIONS
  2. FILLING OUT FORMS
  3. GAINING INFORMATION
  4. USING REFERENCE MATERIALS
- B. Choose content for specific student interests
- C. Develop THREE levels of literal questions
  1. Questions reflect intended objective
  2. Levels of literal questions
     a. First level - easiest, most obvious information
     b. Second level - moderately difficult, less obvious information
     c. Third level - hardest, least obvious
  3. Construct 2-3 questions per level & three levels per folder
  4. Construct answers
     a. Must be BRIEF
     b. Must be FUNCTIONAL
- D. Question/answer card construction (3"X5")
  1. Type/print ONE level of questions on one side
  2. Reverse side - Type/print answers
- E. Folder construction
  1. Affix content materials to left side
  2. Place answer on right side
     a. Sequence cards with easiest card at top
     b. Attach cards so that answers can be read on backside
- F. Student directions
  1. Pick a set of questions
  2. Answer questions

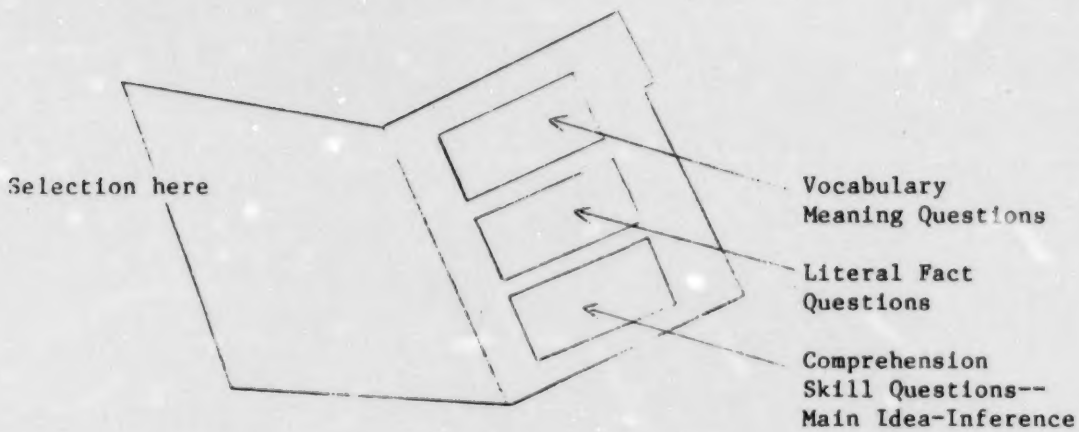
Tillman Jacquette

COMPREHENSION FOLDERS

1. Obtain file folders, file cards, tape, and short reading selections.

2. On the left side of the file folder paste a copy of a short story, a non-fiction article, poetry, etc.

3. On the right side of the file folder put file cards (4X6) containing questions which can be answered about the selection. These cards can be taped one just above the other so that they can be flipped up to reveal the correct answers.



4. Label the tab of the folder with the title of the material used and number of the folder.

5. Save these folders for students who finish early, for short activities or a change of pace, for the day the substitute teacher comes, or for skill practice.

Tillman Jacquette

THE USE OF VOCABULARY GAMES IN A CONTENT AREA CLASSROOM

Extending vocabulary is one of the most important objectives of any discipline. It can be one of the most difficult areas to teach because of the range of individual ablilities, differences in personalized vocabularies, and the absolute dullness of many of the teaching techniques employed in vocabulary exercises, drills and tests. Because of this, vocabulary games are becoming more popular with teachers as they teach their specialized vocabulary. The games can provide the motivation that exercises lack, the competition element can provide the involvement that drills lack, and the "fun" atmosphere can provide the desire for more that tests cannot. However, there are some cautions to be observed when using vocabulary games. To be an effective teaching method they must be well-planned and appropriate to the topic being studied, not randomly used whenever a teacher is unprepared for that day's lesson.

The use of vocabulary games should meet the following criteria:

1. The game should be directed to a particular reading or study skill.
2. The game should extend or give needed practice in a skill that has already been taught systematically.
3. It should be an interesting game, utilizing concentration and the mental involvement for all students in the class.
4. The purpose of the game should be made clear to the class.
5. The game format, display, procedures, and rules should be appropriate to the age level and the ability level of the students.
6. Directions must be simple, clear, and precise. Rules must be followed always, no exceptions.
7. Determine ahead of the game whether it is to be an individual or paired or team effort.
8. If the game uses teams, self-control and good sportsmanship will have to followed by all participants.

TYPES of VOCABULARY

Word Recognition
- word searches
- coding exercises
- visual discrimination games
- bingo
- concentration

Relationships
- categorizing exercises
- word association
- critical thinking games

Meaning

crossword puzzles, matching definitions, bingo with symbols or synonyms, synonym, antonym, context word searches, jeopardy, password, probe, concentration with symbols or synonyms

Bolling

STRATEGIES FOR TEACHING ESL

(Tom Wallace)

CREATE A CENTER OF INTEREST

Choose 8 to 10 new words from a story in one of the texts that is frequently used. Maintaining the same grammatical context, and using felt boards or chalk figures ..., create a new story (reinforcing with words that have already been learned). Once the students demonstrate an understanding of the words from the newly created story, return to the text.

* When they see and participate, they don't seem to tire or become as weary as when they just write. Their level of retention (and interest) seems to be heightened as well.

Note: A variety of flannel backgrounds can usually be purchased at most religious bookstores. They can also be made from non-flammable flannel and artist's chalk.

USING VISUAL AIDS

A. Comic books - Because of the combination of pictures and interest, comic books lend themselves very well to teaching vocabulary and grammar. The cartoon medium is also excellent for presenting idioms and colloquial language as well as some of the social/cultural phenonema of the United States. It is important to not make the pre supposition that just because someone gains fluency in the language, they are necessarily fluent or familiar with the customs.

B. Filmstrips - There is a great availability of filmstrips that have been made especially for ESL -- simply borrow the ones that are used by foreign language departments (just don't use the accompanying tape). It is very effective to use the filmstrip in much the same way the felt board or chalk figures were used in creating a center of interest.

   * As the stories are created, it is important and necessary to build in questions as a means for evaluating what the student is learning.

C. Slides - Slides are inexpensively made, often show an object larger-than-life, and are quite effective for teaching vocabulary. When size, availability, etc., prohibit bringing an actual object into the classroom, clarity and understanding can be accomplished just as quickly and thoroughly by using slides.

USING LITERATURE IN AN ADVANCED ESL SETTING

The strongest rationale for using literature with adult ESL students is that by doing so, you are working with them on their own level -- which is intellectual. Three specific criteria need to be considered in the selection of appropriate literary pieces:

A. Universal Theme - The presence of a "universal theme" -- serious literature out-lasts popular literature because of a universal theme -- some type of message that everyone can relate to. In other words, it will live beyond itself.

B. Place - The book, or literary piece, is not specific to just one place, but can be appreciated in many locales, and is

C. Time - not necessarily specific in time.

* Using Maureen Daly's Sixteen, a brief discussion/demonstration of time period, author's style, a comparison of the stars in a before/after setting (exemplifying a projection of personal feelings onto an object(s) of the world), and theme, showed how to effectively use literature in an advanced ESL setting.

IPA (INTERNATIONAL PHONETIC ALPHABET)

Because the IPA is used effectively for teaching accurate pronunciation, it has considerable merit for being included as an integral part of the ESL curriculum. The most difficult part of using the IPA is the task of selling the students the advantages of learning it in addition to the regular alphabet. The best method for accomplishing this is to somehow explain that if a person has a vocabulary of 10,000 words but cannot be understood because of poor pronunciation, that vast knowledge is not particularly valuable... it should be important to be understood and not the butt of someone else's jokes! Once there is agreement to learn the IPA, it is taught in segments and over a period of time. The maxium time, at any one time, for concentrating on the IPA is 10 minutes. It often works well to mix 5 minute segments of IPA pronunciation/sound drill throughout a class session. The students quickly recognize that anything inside brackets [ ] represents sound, not spelling. It is equally important that they understand the prevailing rule for IPA: 1 sound = 1 letter

For example:

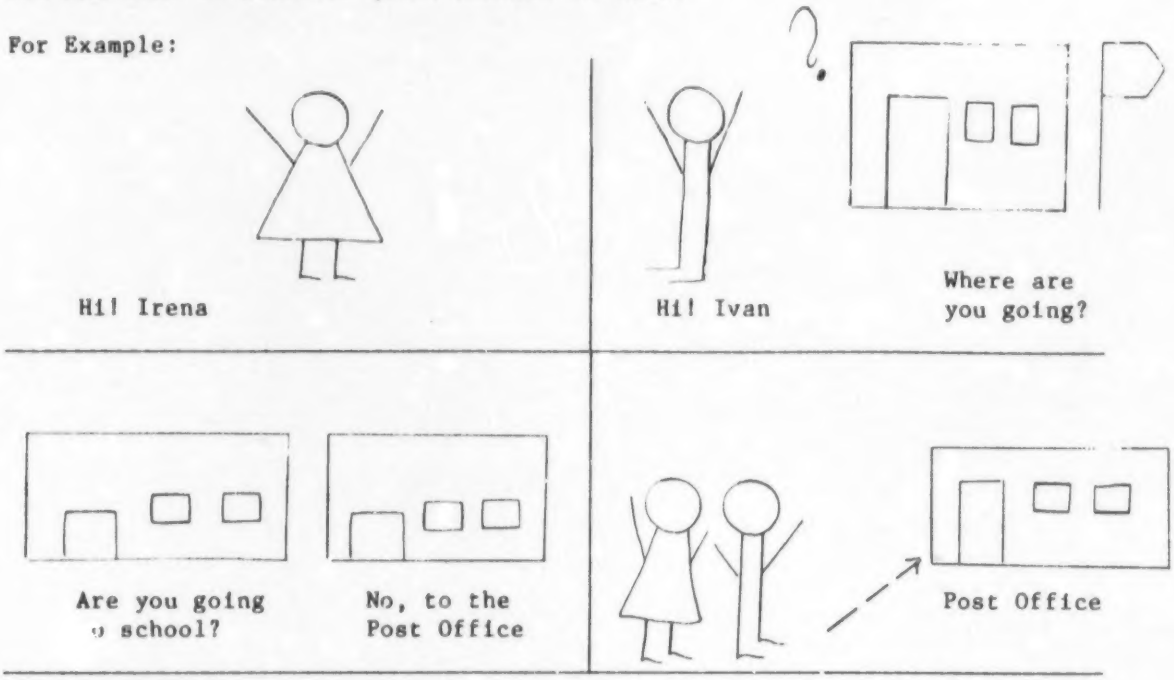
	[Sound]	Key Word
1.	[i]	sea
2.	[I]	it, sit
3.	[ɛ]	head
4.	[e]	day
5.	[æ]	cat

* It is a good idea to use a commonly known, one-syllable noun for the key word. They will easily and quickly retain a word they can visualize.

Stick Figure Scenarios for Pronunciation Drills

By drawing very simple, color-coded figures, pronunciation practice can be fun and done in short or quick amounts of time.

For Example:



CULTURAL AWARENESS

Newbury House publishers has an excellent book, Culture Capsules (ISBN #0-88377-15--0), for dealing with some of the more typical cultural stereotypes. The book deals with such things as music, attitudes, food, superstitions, and so on. To be used effectively, the book should be used in a group that is not a mixed language group (i.e., all are Spanish, Japanese, German, etc.). Reference can be made to the three excerpted pages that have been included).

* An excellent "spin-off" from something like Culture Capsules is to discuss gestures and what they commonly mean -- motions you do/do not make (pointing your index finger at someone, thumbing a ride, etc.).

In addition to teaching spoken English, accepted customs and cultural preferences cannot be ignored.

APPENDIX B

Example for creating a center of interest.

Use the designated words in a story before dealing with them in the context of this story.

LAURA'S REVENGE

MR. CRAWFORD: Ms. Segura, step into my office please. Bring your steno pad.

LAURA: Yes, sir.

MR. CRAWFORD: To Mr. James C. Wilson, President, United Printing Corp. You can look up the address in the files.

LAURA: Yes, sir.

MR. CRAWFORD: "Dear Sir: Please send this office 10,000 copies of the World's Fair brochure. Thank you. Sincerely," and sign my name.

LAURA: Yes, sir.

MR. CRAWFORD: Send that out this morning, Ms. Segura.

LAURA: Yes, sir.

MR. CRAWFORD: Ms. Segura, here is yesterday's letter to Bissell Industries. There is an error in the second paragraph. Please be more careful, Ms. Segura.

LAURA: Yes, sir.

MR. CRAWFORD: Any questions?

LAURA: Only one.

MR. CRAWFORD: Yes?

LAURA: When do you want to look for a new secretary?

MR. CRAWFORD: I don't understand, Ms. Segura. We don't need another secretary.

LAURA: I am giving you two weeks notice, Mr. Crawford.

MR. CRAWFORD: Are you resigning from the first, Ms. Segura?

LAURA: Yes, Mr. Crawford. I'm sure you can find someone better than I.

MR. CRAWFORD: Very well, Ms. Segura. Put an ad for a secretary in tomorrow's paper.

LAURA: Yes, Mr. Crawford.

MR. CRAWFORD: This is very inconvenient.

LAURA: I'm sure it is.

From New English 900, Collier Macmillan, 1979

stereotyped attitudes

USA

Mexicans, in general, have come to hold the view that all Americans do is drive around in large, expensive cars, smoking away on cigars while the money rolls in. They often imagine Americans owning big, fancy houses containing every conceivable luxury, with large wardrobes of very costly apparel and an abundance of money that enables them to buy whatever they desire, from the basic necessities to the most indulgent luxuries.

MEXICO

Many Americans have an exaggerated and laughable stereotyped concept of a Mexican. He is either taking a siesta in the shade of a building or a huge cactus plant, or he is riding on a burro. He has a handlebar mustache, is short and fat, and wears a large sombrero, light pants, and a poncho or serape. Often he is viewed as lazy and shiftless, having nothing to do but lie around--between fiestas--and put things off until "mañana."

DETAILS

Mexicans have come by their stereotyped view of Americans through their exposure to tourists who visit Mexico from the U.S. by the tens of thousands each year (tourism is Mexico's largest single source of income). Americans are ostentatious and love to show their wealth when they travel--and without realizing it they display an appalling cultural naiveté. Mexicans interpret such behavior as being typical of Americans in general and have thus developed some rather broad misconceptions. On the other hand, many Americans visit Mexican towns just across the border from California, Arizona, New Mexico, and Texas where they see Mexican towns and hamlets not at all representative of Mexico as a whole; they also develop mistaken notions. In reality, Mexico is a thriving, vigorous country with one of the world's strongest economies, boasting a stable currency and a gross national product respected worldwide. Its people are ambitious and hard working, with a standard of living not far behind that of their "gringo" friends north of the border.

MATERIALS EXCHANGE

(ABE/GED INSTRUCTORS)

A. Students in a group will be given "homework" dittoes or hand-outs, without access to the answers. The next scheduled time the group meets, they get together to compare answers and decide on "the right choices" for answers.

B. As a means for promoting and/or stimulating personal growth, Dr. Robert Anthony's tape, "Right Thinking," is played intermittently through the semester during the first ten minutes of a class session.

C. Students and teacher chart the class's attendance -- a discussion of how charts are developed and maintained precedes the actual activity.

D. Students need to read! They need library skills, dictionary skills, skills for locating context clues. One means for encouraging extra reading and maintaining interst is to require reading from "gossip" papers and magazines.

E. "Real world print" for reading and math -- such as menus, agency/business applications, make the exercises more relevant and therefore more meaningful.

A good example of this is the accompanying ditto showing common abbreviations found in the classified section of the newspaper.

F. A systematized approach to word problems can be helpful and reduce the threat they often impose:

A. Read the problem
B. Find all the clue words
C. Reread the problem for --
   1. details
   2. given information
   3. requested information

G. Another means for minimizing the math anxieties that so many students seem to have is a kind of desensitization approach. The idea is to relax with math--start at the beginning ... and take it step by step:

What is math?	The study of numbers
What are numbers?	Symbols that we make up to represent certain values.
There are only two types of numbers ...	Whole numbers and fractions
There are only ten digit-characters ...	0 to 9
There are only four operations	add, subtract, multiply, divide

H. An easy way to find the lowest common denominator (LCD) is as follows:

$\frac{3}{6}$ + $\frac{2}{8}$

a) Set the denominators up as dividends

| 6 8

b) Find a number that will evenly divide into both

(2) | 6 8
(3) (4)

c) Multiply the divisor and subsequent quotients

(2) | 6 8 = 2 x 3 x 4 = 24 (LCD)
(3) (4)

d) Go back to the original problem using 24 as an LCD.

I. The World Almanac is very helpful in building social studies skills. The chronological listing of historical events and documents instead of segmented units or articles often builds clarity and understanding.

J. One teacher's reflections on the value of lecturing and its affect on student retention:

a) "students want to have teacher-directed instruction"
b) "students want something after the 'lecture' to work on that will reinforce what was just presented or discussed"
c) "whether the 'lectures' are 15 minutes or 45 minutes, just knowing that something is available will motivate them (students) to continue coming"

It seems that few students like to work on their own--they feel they can do that at home. Enjoyment, participation and retention seem to be the result of a teacher informing or demonstrating various skills or concepts.

Can you break the code?

You'll need to understand certain abbreviations to read the classified ads for rental housing. Try your hand at these.

1 riv vu _____

2 sgl _____

3 ½ ba _____

4 d&d _____

5 PH _____

6 w-w _____

7 dlx _____

8 w/b/f _____

9 nr _____

10 hse _____

11 sub prkg _____

12 A/C _____

13 rm _____

14 3 flr _____

15 sblt _____

16 sec dep _____

17 lg _____

18 hwh _____

19 refs _____

20 furn _____

21 _____

22 _____

ANSWERS: 1 river view; 2 single; 3 toilet and sink only (powder room); 4 dishwasher & disposal; 5 penthouse; 6 wall-to-wall carpeting; 7 deluxe; 8 wood-burning fireplace; 9 near; 10 house; 11 sub-terranean parking (below ground); 12 air conditioned; 13 room; 14 3rd floor; 15 sublet; 16 security deposit required; 17 large; 18 hot-water heating system; 19 references required; 20 furnished.

HOUSING

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hse	house
kit	kitchen
lg	large
lvg rm	living room
mod	modern
no fees	no cleaning deposits or cleaning fees
nr schls	near schools
nr shpng	near shopping areas
prkg	parking
refs	references required when you apply to rent
sbrbn lvng	located out of town in the suburbs
sec bldg	security building
sngl	(single) no separate bedrooms in the apartment or house
stud	(studio) no separate bedrooms in the apartment or house
ten	tenant
trplx	(triplex) three living quarters in the same building
unf	unfurnished
util not incld	the renter has to pay all utilities – like heat, electricity and sometimes water
util pd	(utilities paid) landlord pays the utilities like heat, electricity and water
W/D	washer and dryer available
yd	yard
1 br	one bedroom place
2 br	two bedroom place
1st & last	the renter has to pay the first and last months' rent when he or she moves in

ESL INSTRUCTORS

A. Object Lesson - the instructor takes ten (10) objects (nail, safety pin, etc.) into class. The students and instructor look at the objects and discuss them. The teacher then covers the objects and the students write about what they saw. They then verbalize what they have written and are encouraged to do all of the exercises in complete sentences.

B. ESL students seem to enjoy any variation of the game, "I am going on a vacation and taking...(A-Z)," with each student suggesting an appropriate article or item that begins with each consecutive letter.

C. Different forms of literature and "literary" materials have proven themselves invaluable to the ESL curriculum:

a) fables and morals are ideal for teaching memory and idiom
b) tabloids (like the "National Enquirer") are excellent for idioms like "having a fling" or "crocodile tears."

D. As students become more comfortable with others in the class, the instructor, and the idea of conversation, having each of them speak for one minute on an assigned topic (and with preparation) proves to be enjoyable for all.

E. Teaching appropriate and acceptable clichés, colloquialisms, and slang should not be ignored in the ESL classroom.

CLICHÉS, COLLOQUIALISMS AND SLANG

Concept	Metaphors	Adjectives	Verb/Noun Phrases	Miscellaneous Allusions
large	as big as a house as big as all outdoors	humongous		Goliath
small	as small as a mouse	teeny, itty-bitty		
easy	as easy as pie as easy as 1-2-3		a snap a piece of cake a breeze	
difficult				trying to find a needle in a haystack

F. "Blackboard Dialogue" is an excellent strategy that provides a means to a number of difficult objectives. The following steps are suggested in constructing an effective use of blackboard dialogue:

a) Students read dialogue aloud. It is important to make sure everyone understands all the vocabulary and constructions, and that pronunciation is passable.

b) "Who can say the first (next) line without looking?"

c) "Who can write the first (next) line on the board without looking?" (Be sure students conserve space so that the whole dialogue can be accommodated.)

d) All lines are written and proofread by the class. Now read through it with students to make sure everyone can see the board well enough to read the various sentences (in various handwritings).

e) Individuals play-act, reading their appropriate lines with appropriate intonation.

f) Now erase 1 or 2 words from each line, inserting a blank (_____) for each missing word.

g) Repeat steps 5 and 6 until there are no words left--only blanks.

h) When the board dialogue is nothing but blanks, it is time to have the students write the dialogue, using only the board blanks for memory aids.

G. Because games often lessen or reduce any inhibitions ESL students may have about speaking in front of others, participation in activities like charades or role-playing can be fun and informative.

H. Keeping in mind the perceived value and importance for teaching idioms, colloquialisms, and clichès, one should not overlook the same value in teaching the meanings and inuendos for many commonly-used gestures (shaking a fist, thumb up/down).

I. ESL students often find great pleasure in writing instructions or directions for other students to follow. This often proves to be a good activity when a group is made up of fairly diverse levels and abilities (the more advanced can act as peer-tutors for the less advanced).

J. The following pattern can be used in a variety of ways to help students acquire flexibility in English and to facilitate their ability to think on their feet (or in their chairs). The pattern is as follows:

I open the door.
I walk into the room.
I close the door.
I sit down.
I open my book.
I read my lesson.

1) Students are very quick to learn the pattern and are then able to play with it, such as

   a) replacing the subject pronoun or changing the verb.

   b) changing verb tenses since both regular and irregular verbs are used.

2) Prepositions (those tiny little words which give us so much trouble) can also be explained (the difference between walking INTO the room and walking IN the room).

3) Singular and plural, agreement of subject and predicate, and just plain common sense thinking can be demonstrated with this pattern.

K. The value of using songs in the ESL classroom is multi-faceted. When you incorporate music, it is important to remember that not only do you hear English, but you can read it (from accompanying song sheets), and you can speak it (by joining in).

L. Dictation is a useful strategy for sharpening the listening senses and increasing the writing capabilities of ESL students. However, a real key to the success of using dictation effectively is to be sure the dictated sentence is written on the board immediately after the students have written it. (Research has indicated that learning is more effective if errors are corrected immediately.)